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ABSTRACT

Guidelines are presented to help college students prepare for taking tests, with particular instructions for objective, essay, and quantitative tests. A check list suggests the types of information which should be known before starting to study for a test--such as type of questions and probable content. Techniques for studying include outlining course content and mnemonics. Strategies for taking objective tests (matching, multiple choice, true-false, and direct answer) direct the student to pay attention to specific words and phrases. Directions for taking essay tests stress the organization of ideas and time limits. Quantitative examinations--described as frequently given in business, mathematics, and science classes--must be carefully paced so that the students' time is efficiently spent. Sample test exercises are presented for each of the main types of tests--objective, essay, and quantitative--and for self-pacing. The appended key work list defines and interprets words which are frequently used in examination questions. (GDC)

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EVERYTHING YOU NEVER WANTED TO KNOW ABOUT

*TEST TAKING**

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**BECAUSE YOU WERE AFRAID YOU'D FLUNK*

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INTRODUCTION

In most of the courses you take, tests are the only means for the instructor to evaluate your learning and the effectiveness of the instruction. Unfortunately, these evaluations are changed into grades which then determine whether you "pass" or "fail" the course. To reduce the chance of failing and to receive other benefits, when working in a graded system you will work for the highest grades possible. The other benefits you gain from high grades include your being placed on the Dean's List, your being able to participate in certain sports, your being able to join fraternities or sororities, and more.

The higher the grade you choose to receive in a course, the more effort you will put into the preparation for the tests in that course. This preparation needs to start at the beginning of the course. You use an effective method of studying your textbook such as SQ3R, you use an efficient system of notetaking and of reviewing your notes, and you attend class regularly. Finally you develop a good working relationship with your instructor so that if you are presented with material you don't understand, you can comfortably go to your instructor for help. You definitely don't wait until the week of the test to begin preparing for it or to seek help from your instructor. By effective preparation you should be able to determine in the week before the test what information you know and what you need to study. This study guide was designed to help you in this final preparation and while taking the test.

Test taking is a skill which needs to be learned just as driving a car needs to be learned. You may have prepared for a test, but if you "clutch" or if you can't time yourself properly, or if you can't organize your answers, or if you don't know the key words to look for in certain tests, or if you don't know when to guess, you may receive a poor grade. This guide will hopefully give you the skills necessary to take most types of tests.

A WORD ABOUT CLUTCHING

Clutching, or forgetting all that you studied when you start taking a test, is a common problem with many causes. One of the major causes is a fear caused by guilt feelings from not having done a proper preparation. Basically, some students who know they haven't studied enough feel so scared that they might fail that they forget even simple facts which they have studied. The more they forget, the more scared they become causing them to forget even more. The only cure is to go to a test confident that you know all you should to get the grade you want.

MAKING A GOOD FIRST IMPRESSION

College instructors, like most people, base their opinions of students on first impressions. Because of this, it is important to get a good start in your courses.

If you get an "A" on the first test, the instructor will then have a prejudiced view of you as an "A" student. If you get only a "C", the instructor will see you as an average student; and, if you flunk the first test, the instructor will view you as being a poor student.

Studies have shown that once an instructor forms an opinion of a student's level of work, the instructor continues to give the student the same grade regardless of even major changes in the quality of the work. In one study, three students who on a written assignment had scored "A", "B", and "C" respectively exchanged papers on the next assignment. The "A" student received an "A" even though the paper turned in had been written by the "C" student. While this may not be true of all instructors, it tells of the importance of getting a good start.

This "good impression" includes classroom attendance and participation. You need to be a bit outgoing in class and let the instructor know you are there. You can't be disruptive, but you should ask questions and join discussions as much as possible.

CHECKLIST FOR PREPARATION FOR TAKING TESTS

1. *Find out what kinds of questions will be asked*: Essay, Quantitative,[1] or Objective (Matching, Multiple Choice, True-False, Direct Answer).
2. *Find out how many questions will be on the test.*[2]
3. *Find out how much time you will have for the test.*[3]
4. *Predict what information is most likely to be asked*:
   a. Ask the instructor;
   b. Check old tests or get copies of tests previously given by the instructor;
   c. Ask former students about the type of test given by this instructor;
   d. Decide how much time was spent on each topic. If you spent two weeks on chapter 1 and two days on chapter 2, you can be quite sure that there will be more questions on chapter 1 than on chapter 2.[4]
5. *List the points, dates, terms, and principles the author of the text feels are most important.* Most of the test questions will probably come directly from the textbook unless the instructor has stated that the test will be taken from other sources.[5]
6. *Use and define new words and words that have specific meanings in the subject area.* Study the new ideas that have been introduced in the course.[6]
7. *Go through your notes and explain in your own words what you have learned.* Most teachers do not expect the textbook repeated back to them, but want to know whether you can interpret and use the information that has been presented in the textbook.[7]
8. *Study the conclusions that were drawn during the class discussion and by the author of the textbook.* This can be done by studing the summary of each chapter.[8]

9. *If the notes taken during the class period and from your textbook are not clear, go back to this section of the text and review.*[9]

10. *Make a list of ten or twelve questions that you believe may be asked on the test.* Write out the answers to these questions. If some of these questions are asked on the test, you will be prepared to answer them and your answers will be organized and complete. If these questions are not asked on the test, the information which you have organized will, in part, be answers to the questions that are on the test.[10]

BE INVOLVED IN LEARNING

Make up study sheets. Just reading your book and notes will not guarantee learning. You must be actively involved to learn. Reading is passive; speaking and writing are active ways for you to learn. Making up study sheets is a good way to actively learn from your notes and text.

Step 1. Make a "Table of Contents" sheet outlining the major chunks of information in the course in the order in which they were presented.

A. It will help you see how a course is organized.

B. It will keep you from forgetting to study any major part of a course.

Table of contents sheet for biology

BIOLOGY

By Celia Schumaker

I. Biology
- A. Subdivision
- B. Classifications

II. Protoplasm
- A. Physical Properties
- B. Biological Properties
- C. Elements in Protoplasm

III. Scientific Method

IV. Cell
- A. Important Scientists
- B. Cell Components
- C. Cell Types

V. Connective Tissue
- A. Types

VI. Bones
- A. Structure
- B. Haversian System

VII. Muscle Tissue
- A. Involuntary
- B. Voluntary
- C. Cardiac

VIII. Nervous Tissue
- A. Neuroglia
- B. Neurons

IX. Vascular Tissue
- A. Function
- B. Components

X. Blood
- A. Leukocytes
- B. Erythrocytes
- C. Thrombocytes

XI. Lymph and Tissue Fluid
- A. Takes out waste
- B. Fights Infection

11

Step 2. Make a detailed study sheet for each item listed on your "Table of Contents".

A. Brief form. Summarize and abbreviate. Write only enough to stimulate you to remember the idea presented. If one word is enough, good. If you need to write out a whole process, then do that.

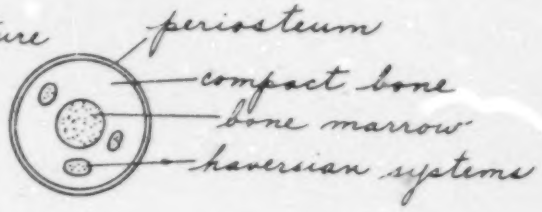
B. Outline form. Make main points stand out.

BONES

By Celia Schumaker

II Bones

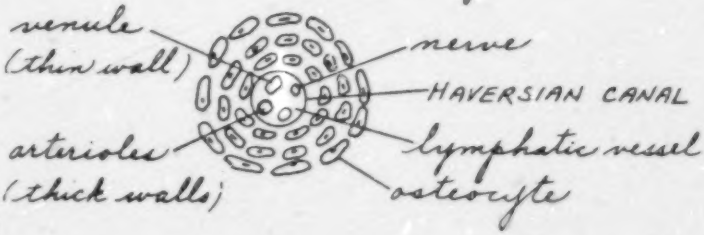
A. Structure

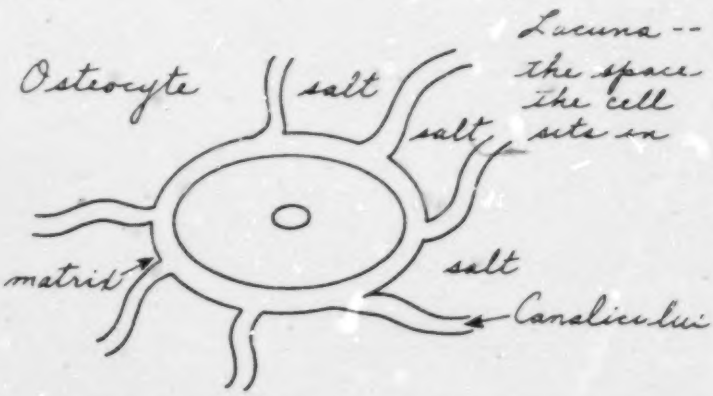


Bone Marrow -- produces most white blood cells
Compact bone -- organic salts and living tissue

B. Haversian System

1. Bone Cells -- osteocytes





CHEAT SHEET

The very last preparation for a test is to make one study sheet with all the important imformation on it. Carry this with you to the exam room and study it up to the time the instructor tells you to put everything away. As soon as you receive your test, turn it over and write down everything you can remember from the "Cheat Sheet". You can use this information to answer questions on the test.

MEMORY

Developing a good memory is a skill which takes time and practice. There are books available on memory which include good mnemonic devices you can use for tests. One such device is to take the first letters of the words in a list you must learn. Make up a sentence you can remember with the words having the first letters you want. If you needed to learn the five groups of vertebrates, you might make up the sentence: My Brother Always Runs Fast — Mammals, Birds, Amphibians, Reptiles, and Fish.

TYPES OF TESTS

Tests may be Essay (in which you write out your answer in one or two sentences or maybe many pages); Objective (in which your answers will be very short such as a letter or a few words; includes Matching, Mutiple Choice, True-False, and Direct Answer); or Quantitative (in which you must find the solution to a problem as in math or science). In some quantitative tests, the answers are marked as in Objective; however a problem needs to be solved to determine the correct answer, so it is considered a quantitative test.

Objective tests are most common as they are easier to correct. Essay tests usually evaluate a student's understanding of a course better, but the answers require subjective interpretation and, therefore, more time and effort to correct.

The tests will be teachermade (homemade) or standardized. Standardized tests are tests made up for specific groups of people: high school graduates, third-year French students, students entering the business school, freshman biology majors, etc. Standardized test scores may be a letter course grade, a level or a percentile which is based on how you scored in relation to all the other people taking the same test.

Some tests have machine scoreable answer sheets which save the instructor the time it takes to individually correct each test.* Machine scoreable and standardized tests are usually Objective tests, (Mutiple Choice or True-False) for convenience.

TAKING THE TEST: OBJECTIVE TESTS
(Matching, Multiple Choice, True-False, Direct Answer)

Before you begin to answer questions, find out what the scoring policy is. You should know if there is a penalty for guessing.

Quickly check the number of questions on the test and the number of minutes you have to answer each question.

Reread the directions to make sure that you are doing the appropriate task.

Go through the test the first time to answer all questions you are *sure* of.

For difficult questions, write your first choice of an answer in the margin so it is not forgotten. You can consider the question later and, if you can't come up with a sure answer, follow your first choice. First guesses tend to be correct. *NEVER* change an answer if it was a guess.

If there is *not* a guessing penalty, fill in all answers. You have nothing to lose and the answers you give are usually based on partial information.

Be careful of choices which say "always" or "never". These choices tend to be incorrect.[12]

DIRECT ANSWER TESTS

In this type of test the statement is made with one important word left out or requiring an answer of one or two words. You must recall and supply that word or words. Here are some rules to follow in taking such a test:

1. If an answer calls for one name and you give more than one name or word, you are wrong. The teacher can't decide which you really meant.
2. If you put the right answer in the wrong place, it's wrong.
3. If you can't recall the exact word, try to recall a term which means nearly the same. Sometimes you are given credit for this type of answer.
4. Words that may give you a clue to the kind of answer expected:

   Who – calls for a person or people;
   Why – calls for a reason;
   How – calls for steps;
   What – calls for facts;
   When – calls for a date or time;
   Where – calls for a place.
5. The length of line may give you a clue to the answer expected, but don't depend on it entirely.[13]

Read this paragraph, and then answer the questions that follow.

MACHU PICCHU, ma'choo pek'choo (also know as Machupicchu or Maccl:u Picchu). Temp1ed citadel of the Incas, situated about 50 miles northwest of Cuzco, Peru. A natural fortress, it is perched at an altitude of about 6,750 feet on a narrow ridge between the mountain heights Mschu Picchu (old peak) and Huayna Picchu (young peak); 2,000 feet below is the Urubamba River. The age of Machu Picchu is unknown, but it appears to have been the residence and last stronghold of the Incas after the Spanish conquest. When the last ruler was slain in the 16th century, it was abandoned and lost. Hiram Bingham of Yale University rediscovered the city in 1911, calling it Machu Picchu although the Inca name was probably Vilcapampa. Its mortarless stonework of white granite survives today in fair condition. A railway now links the city with Cuzco, and the five-mile-long Hiram Bingham Highway climbs the approach to the ancient citadel.[14]

Write the answer after the question.

1. Who rediscovered the city?

2. Why do you think the Incas chose to place their temple at this site?

3. How could you get to the fortress from Cuzco?

4. What is the fortress made of?

5. When was the fortress rediscovered?

6. Where is Machu Picchu?

MULTIPLE CHOICE TESTS

In a multiple choice test you are expected to select the correct answer from four or five given answers. These tests are less difficult if you *remember* that *the correct answer is always given*. In taking any test of this type, go through and answer all of the questions for which you feel sure you recognize the right answer. Then return to the unanswered questions and take them one by one, eliminating the answers which you are sure could not be correct. Then guess from the remaining possibilities.

Example: A selfish person is: 1. puny 2. strong 3. youthful 4. wasteful 5. egoistic

Using the process of elemination, ask yourself:

Is a puny person asways selfish?
Is a strong person always selfish?

Is a youthful person always selfish?

Is a wasteful person always selfish?

Is an egoistic person always selfish?

You can obviously eliminate four of the answers leaving "egoistic" as correct.[15]

Here are some things to think about when answering a multiple choice test.[16]

1. If you are stuck on a multiple choice question, read the question again, stop and think of the answer, and then look for it.
2. Don't automatically eliminate the choices "all of the above" or "none of the above."
3. Always find out if you can mark more than one choice.
4. Sometimes you will read a multiple choice question and draw a complete blank. Leave the question itself, and read the answers separately and thoughtfully. Sometimes one of them will give you a clue to the meaning of the question itself.
5. Another way to attack a difficult multiple choice question is to read the question repeatedly with each separate answer.

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MATCHING TESTS

In a matching test you will be asked to pick items from one column or list which correspond to items in another column or list. Here are some suggestions for answering matching questions.

1. Check to see if there are the same number of items in each column . If one column has more than the other, you will have more difficulty in selecting the correct answer.[17]
2. Select the first item in the first column, and see if you can match it with an item from the second column. Mark the correct answer, and cross off the answer in the second column which you have used. By crossing off the answers used, you cut down the number you must choose from and make it easier to guess.[18]

Try these matching exercises.

Place the letter of the item in column *B* in front of the number of the item in column *A* it matches with.

A	B
1. George Foster	a. Author
2. Chris Evert	b. Music
3. Richard Benjamin	c. Baseball
4. Alex Haley	d. Actor
5. George Harrison	e. Tennis

Use the same directions for this exercise:

A	B
1. Christopher Columbus	a. Wilberforce
2. Richie Havens	b. Asparagus
3. Charlie Brown	c. Anthropologist
4. Central State	d. Saturday Night Fever
5. Richard Leaky	e. "Mixed Bag"
6. R2D2	f. Butler, Pa.
7. Cannabis	g. 5-7-5
8. Haiku Poetry	h. "Santa Maria"
9. John Travolta	i. Coffee
10. Maxwell House	j. Snoopy
	k. C 3 PO
	l. Grass

TRUE-FALSE TESTS

In this type of test you are expected to determine if a statement is true or false. A statement must be totally and completely true to be true. These statements are often taken directly from the textbook. Watch for unusual or catchy statements. Watch for dates, for definitions, or statements of fact.

Things to think about when taking a true-false test:[19]

1. Ask if you are penalized for guessing;
2. Understand precisely how to make the answers, + or –, T or F, etc;
3. Watch your numbers if you are using a separate answer sheet; it's easy to get mixed up. (the right number in the wrong place is wrong);
4. Watch for special words;
   a. Statements with "never," "always," "no one," are likely to be false.
   b. Moderate statements are often true.
   c. Extreme statements are almost always false.
   d. "Almost, but not quite true" – is always false.
   e. "A tiny, tiny bit false" – is always false.

If a true-false question causes difficulty, the following principle is often helpful. Most such questions are built on the pattern of briefly describing two things and their degree of relationship to each other, i.e., "Some cats are black." The two "things" in each statement are usually true; statements are made false by changing the modifier so as to overstate or understate the degree of relationship. The following series of modifiers are typically used:

All – most – some – no;

Always – usually – sometimes – never;

Great – much – little – no;

More than – equal to – less than;

Positively related – not related – negatively related;

Entirely – mostly – partially – none (not);

Is – is not.

When you see one of these in a sentence, you can usually test whether the statement is true by subsituting the other words in that series. If none of them makes a better statement than the modifier already in the sentence, the statement is true. Thus when the above statement "some cats are black.", and the substitution is made "all cats are black", "most cats are black", and "no cats are black", the original statement is the best one so it is true. Knowing this common pattern, a student can go to the key word in true-false statements and not have to worry about possible exceptions to each word in the statement.[20]

EXERCISE

The modifier in each of these sentences is underlined. Substitute *other modifiers* from the same series and make a sentence which is true. The first one is done for you. Remember – only change the modifiers to make the sentence true.

1. *All* trees *lose* their leaves only in the fall. (false)
   Some trees lose their leaves only in the fall. (true)
2. Being overweight is *never* associated with poor health.
3. A college degree has *little* influence on future earnings.
4. 3/4 is *more* than 6/8.
5. Smoking is *not related* to lung cancer.
6. A bird *is* a mammal.
7. A penninsula *is entirely* surrounded by water.

Many students have learned to look for the key words "no," "never," "every," "all," and "entirely", because they usually cause the statement to be false. That is, it is difficult to make any statement which is true of all or no items to which it refers. Knowing this tendency of students to look for these specific words, however, many instructors work hard to formulate some statements in which the use of these terms makes true statements, e.g., "An island is entirely surrounded by water", "All men are mortal".

Be careful in answering a true-false question containing two independent clauses. If one of these is true and the other false, the whole statement must be marked false.[21]

In the following true-false questions decide if the statement is:

A. Probably true
B. Probably false
C. Definitely true
D. Definitely false

Place the correct letter on the line in front of the statement.

1. Cats have kittens, and sheep have kittens.
2. Tennis shoes can only be used for playing tennis.
3. Frenziquahn is totally addicting to all people after the first dose.
4. All lefthanded people start their letters backwards.

5. All dogs have four legs.
6. If he hadn't been drinking, he wouldn't have had the wreck.
7. 2 plus 2 is 4 and 3 plus 3 is 7.
8. 2 plus 2 is 4 or 3 plus 3 is 7.
9. "Obese" and "overweight" are synonyms, so in your writing it does not matter which one you use.
10. Central State is a Black University.
11. All living things require nutrients.
12. All books have print.
13. The universe is expanding.
14. Adam and Eve were the first human beings.
15. All chickens were hatched from eggs.

TAKING THE TEST: ESSAY TESTS

In the essay test, only a few questions are asked. The answers are written out and may be one or two sentences or several pages. Since the instructor cannot check everything you have learned in the course, the instructor must select what are the most important areas and will give the truest measurement of what you have learned. The questions will be worded so that their answers must be thought out and organized.[22]

Things to think about when taking an essay test:

1. *Plan your time.*

   Quickly scan the entire test to see how many essays you must write. Notice whether one or two answers might require more time than the others.[23] Set up a time schedule. If six questions are to be answered in sixty minutes allow yourself only seven minutes for each. When the time is up for one question, stop writing and begin the next one. There will be 15 to 18 minutes remaining when you complete the last question. The incomplete answers can be completed during that time. Six incomplete answers, by the way, will usually receive more credit than three complete ones.[24]

2. *Read the directions.*

   Read the directions carefully. Notice especially whether you must answer all the questions, and whether there are any time limits. Frequently, you may be given a choice of questions.[25]

3. *Unburden your mind.*

   Read through the questions once. Answers will come to mind immediately for some questions. Write down key words, listings, etc., *now* when they're fresh in mind. Otherwise these ideas may be blocked (or be unavailable) when the time comes to write the later questions. This will reduce "clutching" or panic (anxiety, actually *fear* which disrupts thoughts).[26] With a mind filled to capacity, it is good to unburden it by quickly jotting on the back of the exam sheet the ideas, facts, and details that you think you might forget.[27]

4. *Scan the whole test.*

   Read all the questions before writing any answers. If you have a choice among questions, select those for which you are best prepared. Also, by reading all the questions, you won't make the mistake of over-writing, that is, putting in information that could be better used in answering some other questions.[28]

5. *Understand the question.*

   Before beginning to answer any part of an examination, read the question carefully to see what it asks you to do. If you misinterpret the question, your whole answer may be off the point. Pay special attention to the words which tell you what to do — "evaluate," "summarize," "explain," "paraphrase," "compare," "describe," etc.[29] Before answering the question put it in your own words. Now compare your version with the original. Do they mean the same thing? If they don't, you've misread the question.[30]

6. *Outline the answer.*

   Whether the instructor realizes it or not, your score is greatly influenced by the compactness, completeness and clarity of an organized answer. To begin writing in the hope that the right answer will somehow turn up is time-consuming and usually futile. To know a little and to present that little well is, by and large, superior to

knowing much and presenting it poorly – when judged by the grade received.[31] Padding an answer is more likely to hurt than to help. A student who pads answers by wordiness, repetition, or irrelevant detail draws attention to the fact that the student has little to say and is trying to conceal ignorance. When the padding is not deliberate, it shows inefficient thinking. Given a knowledge of the subject, the best cure for inefficient thinking is careful planning of the answer.[32]

7. *Write an introduction and summary.*

   The introduction will consist of the main point to be made, the direct answer, in a sentence; the summary is simply a paraphrasing of the introduction. A neat bundle with a beginning and ending is very satisfying to the reader.[33]

8. *Qualify and support answers.*

   It is better to say "toward the end of the 19th century" than to say "In 1894" when you can't remember whether it's 1884 or 1894. In many cases, the approximate time is all that is wanted; unfortunately 1894, though approximate, may be incorrect, and will be marked accordingly. When possible, avoid *very definite* statements. A qualified statement connotes a philosophic attitude, the mark of an educated person.[34] Support your answers with details and examples. Nothing so annoys a grader as a series of unsupported, unexplained generalizations. Next to irrelevance, vagueness is the chief fault of examination errors.[35]

9. *Reread the answer.*

   When writing in haste we tend to: misspell words; omit words and parts of words; omit parts of questions; miswrite dates and figures (1353 written as 1953; $.50 as $50, etc.)[36]

10. *Time running out.*

    If time is running out expand the outline of your answer. You may not receive full credit for the answer, but a complete outline is usually worth more than a partial essay.[37]

Some important odds and ends:[38]

Neatness – A neat and legible paper does influence the grade.

Ink – Pencil is not appropriate for a written exam.

One side – When both sides are used, the writing usually shows through, giving the paper a messy look.

Margins – Leave a generous margin, especially on the left side. You will have a neater paper and provide space for the instructor's comments.

Space – Leave space between answers so you can write an additional idea that may occur to you later. Such an idea may be blended into the answer by using an appropriate transitional phrase, such as, "An additional idea which pertains to this question is . . . ."

More about space – When using an exam booklet, write only on the right-hand page, leaving the left-hand side blank. Then, if you need to change or add something, you can write it on the blank page and draw a neat arrow to the spot on the right side where you wanted it inserted.

Spelling – Good spelling will not raise your grade; however, poor spelling may lower your score, especially if you misspell words particular to the subject.

HOW TO WRITE THE ESSAY ANSWER

The question should be answered directly and forcefully in the first sentence of the essay. You then develop the essay from this single sentence. The key to the technique of a direct answer is in a partial repeat of the question itself; that is, by using the question as the stem of your answer, you cannot help but come forth with a direct answer. For an extended essay the direct answer would be in the form of a full paragraph.[39]

From the direct answer, whether in a sentence or full paragraph, the body of the essay is written. Now all you need to do is put down your ideas, facts, and details to support your direct answer. The direct answer is the "main idea," "topic sentence," or "introduction" to your essay.

Look at the following essay questions and answers and see how the question was re-written as the first sentence/direct answer.

Question: What do you think is the purpose of studying sociology?

> Answer: I believe that the purpose of studying sociology is to make us aware and conscious that the people of the world are not one conglomerated mass; rather, that the people fall into various groups, societies, and economic systems.[40]

Question: Are dunes recognizable after they have been covered with vegetation? Describe.

> Answer: Yes, dunes can be recognized in the field after they have been covered by vegetation because dunes have characteristic shapes which cannot be entirely obscured or obliterated by vegetation. Dunes have a definite crest or summit, usually having a long windward slope and a much steeper leeward slope. They would be easier to recognize if they were barchans (crescent-shaped dunes). By studying the shape of the dunes it is often possible to determine the direction of the prevailing winds over a region; thus a person can ascertain the present direction of the prevailing winds to see whether the windward slope and the winds coincide.[41]

EXERCISE

Some essay questions are more difficult to restate as the direct answer. Here is a list of essay questions from easy to difficult. Try to restate each question as the topic sentence of the answer. *Remember*: you don't need to answer the question, only show how you would begin the answer by restating the question.

1. What is Starling's law of the heart?[42]
2. If there is any one aspect of the class that you think should be drastically altered by expansion or deletion, please explain why-and give concrete suggestions for how this might be done.[43]
3. What do you feel has been the impact and role of internal migration in America since 1900?[44]
4. In reference to the isometric phrase (sometimes referred to as isovolumetric contraction), what part of the electrocardiogram closely corresponds to this?[45]
5. The U.S. Supreme Court in *Plessy* vs. *Ferguson* helped sustain the legal mythology of "separate but equal" for Black Americans. This view was reversed by *Brown* vs. *Topeka Board of Education*. How do you account for the reversal of this view? Who? When? What? Why? Where?[46]

Sometimes in an essay question the actual question is not easy to find. The instructor may include a paragraph of background and the question may be only one or two words or a short sentence. In the following essay questions, underline only the part that tells you what to do. Then write the first sentence of your answer.

1. Ralph Link was a director of the Hunt Tool Company. Without the knowledge of the other directors, he made an agreement with the Lone Star Steel Company to receive a commission on all oil well pipe Hunt Tool bought from Lone Star. The other directors learned of this agreement after Lone Star paid Link a $5,000 commission. The directors asked Link to resign as a director because of an alleged conflict of interest and to pay Hunt Tool for any losses the Company may have suffered. Do you agree Ralph should resign? What is the charge?[47]

2. Explain concrete ways in which your concept of freedom has been altered or clarified in this course. Think back to the beginning of the course and reflect on how you thought about freedom and how you responded to questions about freedom. What changes or clarification, what distinctions have gone on or are you now aware of that you were not aware of at the beginning of the class?[48]

3. What is your response to the following: "In discussing the history of a people one must distinguish between what has *actually* happened. So far as the *actual* history of the American Black is concerned, one discovers an exciting story, a remarkable story. It is the story of slavery and freedom, Humanity, and inhumanity, democaracy and its denial. It is tragedy and triumph, suffering and compassion, sadness and joy. The actual history of the Black American is David Walker in 1828 calling on his people to throw off the [shackles] of slavery; it is Booker T. Washington hammering out a policy of [accommodation;] it is W. E. B. DuBois providing intellectual inspiration to a despairing people; it is Thurgood Marshall calling on the Supreme Court to strike down the pernicious and un-American doctrine of separate but equal; it is George Washington Carver quietly revolutionizing agriculture; it is Granville Woods changing the railroad industry; it is all these things and more, emblazoned indelibly on the national record by all who would care to look."[49]

After writing the direct answer the remainder of your answer must be organized. Again look to the question for the key. Usually the way the question is written will determine the way the answer is to be organized.

Look at the following essay question to see how the organization of the answer was suggested by the question itself.

Describe how Locke and Hobbes used the concepts of "The law of nature," "The state of nature," and "The social contact." What was the purpose of each in discussing these concepts.[50]

1. If you assume that Locke's and Hobbes' use and purposes of the concepts were different, the first part of the answer would be a description of Locke's use of each concept in comparison with Hobbes'. The second part would be comparing their purposes in discussing the concepts.

   A. Description of uses:
   1. Law of Nature – Locke vs. Hobbes
   2. State of Nature – Locke vs. Hobbes
   3. Social Contract – Locke vs. Hobbes

   B. Purposes of using:
   1. Law of Nature – Locke vs. Hobbes
   2. State of Nature – Locke vs. Hobbes
   3. Social Contract – Locke vs. Hobbes

Another way of showing this same assumption but in a different order would be:

A. Law of Nature
   1. Locke
      a. how used
      b. purpose of using
   2. Hobbes
      a. how used
      b. purpose in using

B. State of Nature
   1. Locke
   2. Hobbes

C. Social Contract
   1. Locke
   2. Hobbes

OR

2. If you assume Locke's and Hobbes' use and purpose were the same, the answer would be a description of how the three concepts were used and the purpose for discussing them.

A. Description of uses
   1. Law of Nature
   2. State of Nature
   3. Social Contact

B. Purpose of using
   1. Law of Nature
   2. State of Nature

A. Law of Nature
   1. how used
   2. purpose

B. State of Nature
   1. how used
   2. purpose

C. Social Contact
   1. how used
   2. purpose

OR

3. If you assume Locke's and Hobbes' uses and purposes on some were similar and on others were different, the answer could be organized as a comparison of different uses and purposes vs. similar uses and purposes.

A knowledge of the subject matter is necessary and would determine which organization was appropriate. It might also determine a different organization.

One must be careful to answer what is asked for. The question, even without a knowledge of the subject matter, does not ask for an evaluation of all or any of the concepts or of Hobbes or Locke. The question also does not ask you to pick only one of the concepts to discuss but all three.

Read the following essay questions and make outlines of possible ways to organize the answers based on the questions. Put the outlines on the back of this page.

1. Briefly designate the *location* of the human heart and then *name* the various layers and their location.[51]

2. Have you ever worked under a grading system like the one in this class? How does this grading system differ from others you are familiar with? How would you say it has helped or hurt you in being introduced to philosophy?[52]

3. Do you agree or disagree with Aristotle on what makes a happy life?[53]

4. What forces, factors and circumstances combined and interacted to produce the Civil Rights movement of the 50's and 60's? Analyze and discuss the shift from non-violent protest to the muscular and vocal Black Revolution. Who were the major personalities of both the Civil Rights movement and the Black Revolution? In spite of certain differences, they shared agreement on a number of issues. What were they?[54]

TAKING THE TEST: QUANTITATIVE TESTS

You will encounter quantitative exams in your math, science and business courses—courses that deal with quantities. Here are some things to keep in mind when you are taking tests of this type.[55]

1. Start with the questions you know how to do. Carefully read and work each of them. Then go back and try the harder ones.
2. Use your time well. Spend the most time on the questions worth the most.
3. Never just write an answer. Always show all your work so that your instructor can see how you arrived at the answer.
4. Check when you have finished to make sure that your answers are logical. For instance, if in a problem 1/16 lb. of lettuce was needed for one taco and you have 100 tacos, if your answer was less than 1/16 lb., you would know it was wrong.

5. If you think you are missing a necessary piece of information, check to see if you calculated it or if it was given in a previous part of the question.
6. Check to see if you used all of the data given.

In many quantitative tests the problems are not always written as formulas but in story or paragraph form. There are certain words to look for in these paragraphs which indicate which mathematical process should be used.

Difference or remainder – usually means you must subtract;
total or sum – usually means you must add;
what part of – means to divide.

Look at the exercises in your texts. What words go with which processes? Learn these so that when you see them on a test you will know what is expected.

Don't let word problems scare you. Learn which words indicate processes and translate the problem into a formula; then work it out.

Look at the following problem and see how it is translated into a formula.

A fifteen-story apartment building is 160 feet high. If you live on the ninth floor, approximately how high is your apartment.[56]

Another way of looking at the problem is to say that the WHOLE or TOTAL height of the building is 160 feet. You live *part* way up or 9/15 of the total (ninth floor out of fifteen total). To figure a part of, you divide.

$$\frac{160}{9/15} = 15\overline{)160.0} \times 9 = 95.4 \text{ feet}$$

Some questions expect you to know certain processes or formulas. For these types of questions it is important for you to know the process or formula and to practice using it. These types of questions would include: Volume, Area, Mileage, Profit, and Percentage.

Look at the following problem.

Ross drove 205.56 miles on 11.3 gallons of gas. What is his mileage?[57]

If you know how to figure mileage you simply put the figures in the appropriate formula and work it out.

$$11.3\overline{)205.56}$$
18.2 miles per gallon

If you forget or don't know how to figure mileage, you might try using the figures in different processes hoping to arrive at an answer that makes sense. If the test is multiple choice, this approach might provide you with one of the listed choices. This approach does not always work, as the instructor may include as one of the choices an answer you might come up with using the correct figures but in a wrong process. It is, therefore, apparent that you must know the appropriate formulas and processes before you go into a quantitative test.

EXERCISE

In the following questions, try to determine what the formula should be to answer the problem. What processes should you use?

1. A swimming pool holds 10,530 gallons of water when filled. A water barrel holds 3.24 gallons. How many barrels of this size are needed to fill this pool?[58]
2. At a convention there are 800 people; 5/16 are men. How many men are there?[59]
3. A business has a profit of 6% of its gross income. If the business had a gross income of $5,162, what was its profit?[60]
4. A company produces 105 chairs in 25 hours. How many hours are needed to produce 2,100 chairs?[61]
5. Tom and Dave each drove part of a trip. Tom drove 900 miles in 12 hours and Dave drove 400 miles in 8 hours. What was their average speed for the trip?[62]

TIMING YOURSELF

In a timed test, your objective is to correctly answer the greatest number of questions, gaining the most points in the time alloted. To do this you must determine:

1. The relative difficulty of the questions;
2. The value or points each question is worth;
3. The time each question or section will take to complete;
4. The amount of time you have for the test;
5. The amount of time you have for each question;
6. The order in which you should answer the questions.

This initial evaluation of the test is important but should not take more than 1-2 minutes. This is especially true in long tests containing many different parts or sections.

On a short 40-50 question muptiple choice or true-false test that must be answered in a short time (such as 10 minutes), you can't spend time evaluating. On this type of test, read the directions and simply begin answering questions. When you come to one that causes you to stop and think, skip it and go on. When you finish those you know, go back and complete those that you skipped.

Your preparation for a test might also determine how you time yourself. In a test which is part essay and part objective, you will usually do the objective questions first since they can be answered more quickly and will score you the most points in the shortest time period. If, however, when you read the essay question, the answer comes to you in an immediate flash of insight, do it then and answer the objective questions later.

Remember, just because a test is in a certain order doesn't mean you must answer it in that order. Do first what you feel is easiest and will give you the most points most quickly. Time each section and stick to your time schedule. In an essay test, four partial answers will usually be worth more points than two complete answers—especially if you answered the question directly in the first sentence.

Following are sample test with indicated time limits. On each test, list the order in which you would answer the questions and the time you would take for each question or section.

Sample tests for timing yourself:

Look at the three tests and the time limits for each. Do each test separately. Number the questions in the order that *you* would answer them, and put the time you would spend on each question or section next to it. *Remember*: you do not need to answer the questions (although answering them would be a good review); only decide in what order you would answer them and how long you would spend on each one

Test One – 40 Minutes

A. True-False: Place a "T" in front of the true items and an "F" in front of the false items.

1. You may take a "cheat sheet" to class with you.
2. Reading the text is the best way to prepare for an exam.
3. Instructors usually disregard the first test scores.
4. The higher the grade you wish to receive in a course, the more effort you must put into preparation for the tests in that course.
5. When taking a test, never change an answer if it was a guess.
6. A true-false question which includes the word "never," is never true.
7. In a muptiple choice question, the correct answer is always given.

B. Direct Answer: Fill in the blanks with the word or words that complete the following statements.

1. Forgetting all that you studied at the time of a test is called _____.
2. Tests made up for specific groups of people are _____.
3. A question that asks "who" is looking for _____.
4. If "difference" or "remainder" is asked for in a test you probably will _____.
5. When setting up a time schedule on a test your initial evaluation should last _____.

6. Four types of objective tests are: _____, _____, _____, and _____.

C. Essay: Write your answers on the back of this page.

1. Name two methods of preparing for a test and describe how you would carry them out.
2. Define "multiple choice" questions and give two examples.
3. Define "standardized tests" and explain how they differ from "teacher made' tests.

D. Multiple Choice: Choose the NUMBER which BEST answers the question.

1. Types of questions that may be asked in an exam are:

A. Essay;	1. All of the above
B. Fill in the blank–Direct Answer	2. A, B, and D
C. Potpourri:	3. D only
D. True–False;	4. A and B

2. In preparing for a test, you should:

A. Find out how much time you will have;	1. All of the above
B. Get copies of tests previously given by the instructor;	2. A and D
C. Eat a good breakfast;	3. C and B
D. Review your text.	4. A, B, and D

3. Types of objective questions include:

A. Essay;	1. All of the above
B. Matching;	2. B and D
C. Direct Answer;	3. C and B
D. True–False	4. None of the above

E. Matching: Place the letter of the item in column B next to the item it matches in colum A.

A	B
1. Textbook study method	A. Higher grades
2. To forget what you know when starting a test	B. Modifier
3. Total or sum	C. Percentile scoring
4. Standardized tests	D. "Clutch"
5. Good study habits	E. SQ3R
	F. Addition
	G. Essay test

Test Two – 30 Minutes

A. True-False: Place a "T" in front of the true statements and an "F" in front of the false statements.

1. A true-false question which includes the word *always* is always false.
2. Clutching is caused by not preparing properly for a test.
3. Mnemonic devices are usually of no help in remembering information for tests.
4. The three main types of tests are: objective, multiple choice, and quantitative.
5. Asking questions in class, even when you already know the answer, will make a "good impression" on an instructor.
6. If you put the correct answer in the wrong place, it's wrong.
7. A tiny, tiny bit false is always false.

B. Multiple Choice: Choose the NUMBER which BEST answers the question

1. Involved in a *study sheet* are:

A. Table of contents sheet:	1. D only
B. Detailed analysis:	2. B and C
C. Outline:	3. A and C
D. Main points.	4. all except B

2. Ways to make a "good impression" on an instructor are:

A. Bring an apple to class;	1. All of the above
B. Shine your shoes;	2. C and D
C. Look interested even if you are not;	3. None of the above
D. Be prepared for lectures.	4. D only

3. Things to consider in an essay test are:

A. Neatness:	1. All of the above
B. Amount of time you have;	2. B and C
C. If you have to answer all the questions;	3. A, B, and D
D. Spelling	4. B, C, and D

C. Matching: Place the letter of the item in column B next to the item it matches in column A.

A	B
1. Compare	A. Write in list or outline form, giving points concisely one by one.
2. Define	B. Examine, analyze carefully, and give reasons pro and con.
3. Enumerate	C. Give the main points or facts in condensed form, ... add up and give results.
4. Interpret	D. Give concise, clear, authoritative, and exact meanings.
5. Summarize	E. Look for qualities or characteristics that resemble each other. Emphasize similarities.
	F. Translate, give examples of, solve or comment on a subject, usually giving your judgment about it.

D. Essay: Write your answers on the back of this page.

1. Name one important step involved in good "note-taking" and describe how you would carry it out.
2. Before taking a test, you should find out if there's a "guessing policy." Define and explain how this can affect your score.
3. How can you predict what information is likely to be asked on the test?
4. What is a study sheet? How would you make one, and of what use is it?

Test Three – 15 Minutes

1. There are 30 questions on an exam. You have one hour in which to finish. How much time should you spend on each question? (average)
2. There are 25 questions on an exam. The first 5 count 2 points each. The next 10 count 1 point each. The next 2 questions are worth 10 points each. The next 8 questions are worth 5 points each. What is the best possible score you can receive? (total points)
3. There are 25 questions on this exam. Five of the questions are essay. You have one hour in which to complete the exam. Assuming that the essay questions make up half your score, how much time should you spend on each essay question and how much time on each of the other questions?
4. There are 50 questions on this exam. You are sure of 25. You are pretty sure of 15. You have no idea about the remaining 10. You receive 2 points for each correct answer. One point is subtracted for each incorrect answer. Assuming you get 2/3 of the answers you are pretty sure of correct and 1/3 of them wrong, what would your score be if you guess wrong on the remaining 10 questions and what would your score be if you left them blank?

KEY WORD LIST

This list contains words frequently used on exams and an explanation of what is expected when the word is used. There is also a sample question with each word.[63]

1. COMPARE: Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.

   Example: Compare college education in England with that in America.

2. CONTRAST: Stress the dissimilarities, difference or unlikeness of things, qualities, events, or problems.

   Example: Contrast the essay test form with the objective test form.

3. CRITICIZE: Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors discussing their limitations and good points.

   Example: Criticize the present grading system used in this class.

4. DEFINE: Give concise, clear, authoritative and exact meanings. Don't give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from other things in its class.

   Example: Define the following terms: "Osmosis", "perennial", "annual".

5. DESCRIBE: Recount, characterize, sketch, or relate in sequence or story form. Give a word picture of the appearance or process.

   Example: Describe life in the United States in the 20th Century.

6. DIAGRAM: Give a drawing chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.

   Example: Diagram the circulatrory system of a plant.

7. DISCUSS: Examine, analyze carefully, and give reasons pro and con. Be complete, and give details.

   Example: Discuss the Marshall Plan. Give the strong points in the Marshall Plan, and the weak points, with examples of each.

8. ENUMERATE: Write in list or outline form, giving points concisely one by one. Don't explain or give details.

   Example: Enumerate the advantages of a high school education.

9. EVALUATE: Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree your personal evaluation.

   Example: Evaluate the twelve-month school year.

10. EXPLAIN: Clarify, interpret, and spell out the material you present. Give reasons for differences of opinion or of results, and try to analyze causes. Answer by telling *what* the principle or process is, *how* it operates, and *why* it works.

    Example: Explain the principle of Osmosis.

11. ILLUSTRATE: Use a figure, picture, diagram or concrete example to explain or clarify a problem.

    Example: Illustrate how a family can budget its income.

12. INTERPRET: Translate, give examples of, solve or comment on a subject, usually giving your judgment about it.

    Example: Interpret Dr. King's "Dream" speech.

13. JUSTIFY: Prove or give reasons for decisions or conclusions, taking pains to be convincing.

    Example: Justify John Galt's decision to abandon society.

14. LIST: As in "enumerate," write an itemized series of concise statements.

    Example: List the causes of the First World War.

15. OUTLINE: Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classifications of things. List only the important ideas and group the less important ideas under them.

Example: Outline the steps necessary in writing a term paper.

16. PROVE: Establish that something is true by citing factual evidence or giving clear logical reasons.

Example: Prove that intelligence testing is or is not a valid criterion for admission to college. What you believe doesn't count; you have to produce evidence.

17. RELATE: Show how things are related to, or connected with, each other or how one causes another, correlates with another, or is like another.

Example: Relate how MacBeth's wife caused his downfall.

18. REVIEW: Examine a subject critically, analyzing and commenting on the important statements to be made about it.

Example: Review Aristotle's view of "the good life".

19. STATE: Present the main points in brief, clear sequence usually omitting details, illustrations, or examples.

Example: State your reasons for coming to college.

20. SUMMARIZE: Give the main points or facts in condensed form, like the summary of a chapter, omitting details, and illustrations. To summarize means to add up and give results.

Example: Summarize the effects of the Treaty of Versailles. State highlights only. Be brief.

21. TRACE: In narrative form, describe progress, development, or historical events from some point of origin.

Example: Trace the migration of humanoids to North America.

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